A STUDY OF VALUES AMONG THE HIGH SCHOOL STUDENTS OF

AHMEDABAD IN RELATION TO THEIR SIBLINGS

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ABSTRACT

Indian society has been a very good example of high traditions and conventions that reflect with all types of values. There is no argument on the term value. Value means anything fulfils the needs, satisfies the urges and help in realizing. The aspiration has a value. Values are principles, which guide human desire, feelings and actions. Values are ideals and remain abstract until they are habituated through repeated action. The erosion of values is indeed universal. The nation also the world at large is presently passing through a critical stage. Several factors have contributed to the changing value system. The major factor is westernization of society due to exposure through media – cable, television, radio and newspaper. There is less emphasis on spirituality and religion and hence the value system inculcated in the growing years is changing.

KEYWORDS: High Traditions, Reflect with all Types & Guide Human Desire

INTRODUCTION

The future of nation lies in the future of its children. The future of children lives in the kind of education provided to them. India is known throughout the world for its rich culture, its values, but these are disappearing from roots. Thus, to maintain the identity of India it's necessary to inculcate values among children.

The moral education provided in schools, the mass prayer held in morning assemblies and the co-curricular activities all play indispensable role in building up values in child. Repetition of these things creates a permanent print on the young tender minds, which then grow with an everlasting impression of values in their personalities, character and actions. Their value based action thus lays up a strong foundation in building their life and bright future of the nation. Educational values contribute to the development of healthy and balanced personality; capacity to earn livelihood and acquires material prosperity; development of vocational efficiency; creation of good citizen; reorganization and reconstruction of experience; value with the environment and its modification; fulfilment of the needs of the man; development of character; national integration and national development; promotion of social efficiency; cultural values; utilization of leisure; and major issues related to value education are the different values that need to be transmitted through public education, curricular approaches, value orientation and role of teachers. Therefore, value education plays a significant role in the life of man. Our entire education may be planned around essential values.

Values are something to be experienced rather than deduced through cognitive process. Value of the people cannot be seen apperceived directly but they have to be inferred from words and action of the people. All people have values but they may not be aware of what kind of value these are. Value education refers to a programme of planned education action aimed at the development of values and character. The scope of value education informed learning institutions is determined by the context, quality and intensity of school, influences in relation to the media, person, home

and community.

Further, Values has been threatened by age, area, gender, type of school, education, SES and other problems like poverty, over population, illiteracy, lack of knowledge etc. Values remain affected by the environment. Thus it is likely that values are likely to be affected by the number of sibling an individual has in his family. In order to study the values it is necessary to know if it is affected by the number of siblings.

REVIEW OF LITERATURE

According to Patel (2004), the male teachers are having significantly higher aesthetical social values than female teachers but female teacher are having significantly higher theoretical, economical and religious values than male teacher's. There will be no significance different between young and aged teachers for their theoretical and political values. Young teachers are significantly higher in economical, aesthetical values; whereas aged teachers are significantly higher in social and religious values. Granted teachers are having significantly higher economic, social values than non-granted teachers. Non granted teachers are having significantly higher aesthetical, religious values than granted teachers.

Jain (2003)declares that young managers were having different value patterns showing high values in aesthetic, economics and hedonistic value areas whereas aged managers were having comparatively different value pattern showing high values in religious, social and power value areas. Production and sales managers are significantly higher in economic values than maintenance managers. Apart from these there significantly different value areas in rest of seven value areas the difference is not significant.

Sharma (1992) says need – affiliation need order and need – achievement was more prominent in the rural culture irrespective of their values and SES, Need order was more prominent in those persons who belongs to high SES, irrespective of their values and culture. Need affiliation was more prominent in those persons who belonged to the rural culture with low theoretical, economic and social values. Need change was more prominent in those persons who belonged to rural culture and high economic value. Need – change was more prominent in urban people with low SES. Need – affiliation, need – achievement and need – order were more prominent in the high SES group. Need – affiliation was more prominent in those persons who belonged to the rural culture, low social value and high SES. [ss1361]

Rizvi (1996) declares that a majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious group were found to hold different attitudes towards religious education.Favourable attitudes towards religious education were found to be associated with such values as helpfulness, preserving traditions and adaptation to nature. In this respect sex, socio economic status and religious group differences were not found.Irrespective of the difference in their sex, socio-economic status and religion, students held similar views with respect to the association between attitudes towards religious education and conservative liberal and scientific – fatalistic value dimension.

Parmar(1996) says that acquisition of knowledge was the main aim of education according to majority of students. More than half favoured vocational – technical education.A sizeable number of students wanted education for females and believed its purpose was to make them self-dependent.

Sharma (1996),suggests that the role of values was quite different in traditional and industrial societies. In the context of rapid development in the field of science and technology, values faced a changed and disorganized social order.

Student's perceptions regarding values were better than the perceptions of teachers.

The past researches done on value orientation is chiefly focussed in relation to personality need; the utility and importance of the educational philosophy in the context of the values in life, students attitudes towards religious education in relation to the value system, sociological analysis of values and aspirations, value orientation of adolescents boys and girls, qualities of adolescents and intelligence and their impact upon desirable values, values orientation of Post-basic schools, distribution of four prediction of good citizenship with the help of the values etc. Thus, the present research differs from past researches. Further, this study differentiates itself with respect to the area and the language of the tools applied for the measurement of the variables. The study is conducted on the Gujarati medium high school students of Ahmedabad district with the tool in Gujarati language which differentiates this study from the past researches.

OBJECTIVES

The present study, will be conducted to meet following research objectives

- To study effect of number of siblings on the values in the high school students of Ahmedabad district.

- To study effect of gender order difference on the values in the high school students of Ahmedabad district.

HYPOTHESIS

- There will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with and without any sibling.

- There will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with gender order difference.

SAMPLING

In the present research, researcher has used the cluster multistage sampling to select 800 high school students of Ahmedabad. With respect to the number of siblings of the high school students there were 410 high school students without any sibling whereas 390 high school students have siblings. Of the 390 high school students having sibling 98 had elder sister, 70 had elder brother whereas the other 222 were themselves elder.

RESEARCH METHOD

In the present study the survey method is used because survey testing researches are concerned with academic and psychological tests are administrated for data collection. Survey testing, as a research activity, usually is used in evaluating the achievement of a class, a school, relationship of variables, educational and vocational guidance e and standardization test.

Tools of Study

In the present study a standardized tool with 22 items each having three options was used. The verbal values scale prepared by Chauhan M.K. in2001 was standardised on the Gujarati medium high school students of Gujarat. It is a verbal test with 22 statements followed by the three option, most appropriate, appropriate and incorrect one of which the respondent finds suitable is to be encircled for which value 2, 1, 0 were awarded to the responses like most appropriate, appropriate and incorrect respectively. The test is free of the right or wrong answers. The test has no time limit and is thus

free of time but normally the test could be completed within 20 minutes. The test comprises of same questionnaire and answer sheet and thus the questionnaire could not be re-used.

The manual enables to measure the values according to which the respondent is to be scored 0, 1 and 2 for each response as per the manual. Since there are twenty two statements, the maximum score an individual could score was 66 whereas the minimum score is zero.

Data Collection

For the purpose and fulfilment of research work the researcher personally went to the schools of Ahmedabad district, took the permission to conduct data collection, met the high school students and with the information about the study also provided the sample high school students with clear and precise information to clarify their doubts. It was followed by the distribution of the test by following the instruction and thus the data was collected from the selected sample from high schools of Ahmedabad district. This data was then scored as per the manual and thus the raw data was available which was grouped for the analysis and interpretation.

Analysis and Interpretation of Data

The data was then subjected to analysis and interpretation Mean, S.D, and t-test.

- There will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with and without any sibling.

Table 1: Test of Significance of the Values of the High School Students with Different Number of Siblings

	Siblings	N	Mean	Std. Deviation	T- Value
Value	No Siblings	410	42.13	7.98	-10.498
	One or more Siblings	390	48.09	8.07	

Significant at 0.01 level of significance

From table 1, it is evident that the t_{cal} = -10.498 which is significant at 0.01 level of significance. It indicates that the hypothesis may be rejected at 0.01 level of significance. Thus the hypothesis that there will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with and without any sibling may be rejected at 0.01 level of significance. It clarifies that there may be significant difference between the value of the high school students of Ahmedabad district with and without any siblings. Further from the table it is observed that the mean score of value of the high school students with siblings is higher than the high school students without any siblings. Thus it could be said that the values among the high school students with siblings is more than the high school students without any siblings.

- There will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with gender order difference.

Table 2: Test of Significance of High School Students of Ahmedabad District with Gender Order Difference

	Gender Order Difference	N	Mean	Std. Deviation	T- Value
Value	Elder sister	98	48.43	9.13	1.58
	Elder brother	70	46.15	9.27	

Significant at 0.01 level of significance

From table 2, it is evident that the t_{cal} = 1.58 which is NOT significant at 0.01 level of significance. It indicates that the hypothesis may NOT be rejected at 0.01 level of significance. Thus the hypothesis that there will be no significant difference between the mean scores of values of the high school students of Ahmedabad district with gender order difference holds true. It clarifies that there may be NO significant difference between the values of the high school students of Ahmedabad district with gender order difference.

RESULTS AND DISCUSSIONS
RESULTS

There exists significant difference between the value of the high school students of Ahmedabad district with and without any siblings and that the values among the high school students with siblings is more than the high school students without any siblings.

There exists NO significant difference between the values of the high school students of Ahmedabad district with gender order difference and that values among the high school students with elder sister is hypothetically the same as the values among the high school students with elder brother.

DISCUSSIONS

There exists significant difference between the values of the high school students of Ahmedabad district with and without any siblings and that the values among the high school students with siblings is more than the high school students without any siblings. This might be possible in the age of technology due to lack of time. Parents don't have time and thus those without any siblings are left with none to care and mould for. On the contrary, those with the siblings are cared, nourished and nurtured by their siblings in addition to their parents and other family members.

There exists NO significant difference between the values of the high school students of Ahmedabad district with gender order difference and that values among the high school students with elder sister is same as the values among the high school students with elder brother. This might be possible because of the culture effect. Due to cultural changes, where n Indian culture the girls were more prone to guide and nurture their younger brothers and sisters, the same is be coming a compulsion for the boys.

CONCLUSIONS

The objectives of the present study comprised to study the effect of siblings and the gender difference order in the siblings of the high school students on their values. The present study was conducted on 800 high school students selected by cluster multistage sampling. The standardized tool of values was used. Data was collected by survey from the sample. The analysis was conducted by descriptive statistics and t-test. The results declared that there exists significant difference between the values of the high school students of Ahmedabad district with and without any siblings and that the values among the high school students with siblings is more than the high school students without any siblings. Further there existsNO significant difference between the values of the high school students of Ahmedabad district with gender order difference and thatvalues among the high school students with elder sister is same as the values among the high school students with elder brother.

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